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AUTHOR Banathy, Bela H.
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ABSTRACT

This document is one in a set of four documents which present a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills, especially in vocational education. (Generic work skills are defined as those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among the members of the group. Divided into two parts, this document contains the orientation guide to the Instructional Leadership Development (ILD) program. Part 1 provides an overview of the rationale and purpose for a generic work skills curriculum. Part 2 describes the ILD program, covering the following elements: guiding perspectives; a definition of the ILD model; the relationship between the ILD model and the ILD program; descriptions of the main components of the program; and a description of the program resources. (BM)

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INSTRUCTIONAL LEADERSHIP Development for Generic Work Skills Curriculum

AN ORIENTATION GUIDE

Bela H. Banathy

March 1979

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NATIONAL INSTITUTE OF EDUCATION

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FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103 · (415) 565-3000

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PREFACE

Supported by a grant from the Vocational Education Research Program of the Bureau of Occupational and Adult Education of the U.S. Office of Education, the Far West Laboratory for Educational Research and Development designed, developed, and pilot-tested a personnel development program aimed at improving the competence of instructional leaders in planning and implementing curricula in generic work skills.

This project used a research curriculum called INTERACTION,* which was developed by the Far West Laboratory in 1975,** as a foundation for the personnel development program. The INTERACTION curriculum was designed to help high school students to learn cooperative group interaction skills in small task-oriented groups, in order to prepare them to make healthy adjustments to the requirements of most job settings.

The research curriculum facilitates the development of competence in: (1) communicating effectively; (2) identifying and utilizing group resources; (3) resolving conflicts; (4) planning to accomplish and to carry out tasks; (5) evaluating individual and group performance; (6) sharing leadership/membership responsibilities; (7) making group decisions; and (8) cooperating with group members.

The curriculum was pilot-tested in urban, suburban, and rural settings; in large and small schools; with academically motivated students and with

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*B.H. Banathy et al., INTERACTION: Learning Leadership/Membership Skills (San Francisco: Far West Laboratory for Educational Research and Development, 1976).

**B.H. Banathy et al., The Effects of Learned Leadership/Membership Skills on Work Performance: Final Report (San Francisco: Far West Laboratory for Educational Research and Development, 1976).

underachievers; and in vocational, experimental, and academic classes. Pilot test findings clearly indicated that in all settings the value and effectiveness of the curriculum is greatly enhanced: (1) if the teacher has had previous training in generic work skills, and (2) if the teacher is competent in planning and implementing curricula in generic work skills.

The Instructional Leadership Development program responded to the need outlined above. Accordingly, the project staff at the Far West Laboratory:

- designed a model of, and specifications for, a professional development program for instructional leadership in generic work skills curriculum planning, implementation, and evaluation;
- developed training materials and procedures (based on the model) that enable educators to acquire competence in the planning, implementation, and evaluation of curriculum and instructional programs in generic work skills; and
- pilot tested the program in a variety of professional development settings.

The products developed by the project include: an Orientation Guide; A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum; Foundations, a curriculum content module; Curriculum Planning, Implementation, and Evaluation, a curriculum management module; and a Final Report.

An essential aspect of the project was the involvement of educational practitioners in the research and development process. This was accomplished through cooperative arrangements with institutes of higher education and participating school districts.

In this Guide we: (a) introduce a rationale and purpose of the Instructional Leadership Development (ILD) program in Generic Work Skills; (b) characterize the program; and (c) describe the program resources produced by the Far West Laboratory that can be used to implement an Instructional Leadership Development program.

KEY TERMS

- *Instructional Leadership Development (ILD)*: refers to the professional development of educational personnel who are (or might be) involved in planning, designing, implementing, managing, and evaluating instructional/learning experiences in the domain of generic work skills.

- *Generic Work Skills (GWS)*: refers to one set of skills in the generic work skills domain, namely those skills that facilitate the operation of goal-oriented groups involved in the accomplishment of specific tasks that require cooperative interaction among members of the group.

- *Model*: (a) an abstract representation of reality, or (b) an organized expression of a mental image. This image can be described, depicted, or otherwise displayed. Such a description can then be used to make the model real. In this work, the term model is used in the sense of a mental image--the image of an Instructional Leadership Development program in Generic Work Skills. The model document also outlines specifications for the components of the program and for the relationships among the various components. The model and specifications became the basis upon which a training program was developed and adapted to fit into a variety of institutional settings and implementation modes.

- *Curriculum Content Module*: an instructional resource to be used in implementing an Instructional Leadership Development program in Generic Work Skills that introduces: (a) the knowledge base for generic work skills; (b) a description of the content that can be used to introduce generic work skills curriculum and instruction; and (c) the specification of generic work skills competencies.

- *Curriculum Management Module*: an instructional resource that can be used to implement an Instructional Leadership Development program in Generic Work Skills that introduces arrangements and procedures for the purposing, planning, implementing, and evaluating of generic work skills curriculum and instruction.

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RATIONALE AND PURPOSE

A. Rationale for a Generic Work Skills Curriculum

Goal-directed cooperative behavior is essential to the successful functioning of the individual in societal groups and particularly in economic organizations. Individuals depend upon one another to solve mutual as well as individual problems. Furthermore, our economic system is based on a cooperative division of labor in which different organizations specialize in different activities. Within these organizations there is a cooperation-based division of labor in which people contribute their efforts to achieve specific goals. The success of each economic organization, therefore, depends upon the cooperative skills and attitudes of its members. In the program introduced here, we have called these skills and attitudes: *generic work skills and attitudes.*

Besides being an absolute necessity for effective work, cooperative relationships with fellow employees are a major source of motivation, satisfaction, and happiness on the job. Cooperative efforts in small groups are greatly emphasized in economic organizations today. These organizations are finding that the use of small groups is beneficial in improving morale, decreasing alienation, and increasing production.

In spite of the central and increasingly important role of small group interaction in the world of work, students preparing to enter that world are given little, if any, formal training and practice in small group interaction or generic work skills. Many young people have problems adjusting to, and working effectively in, the various groups encountered during and after formal education. This can be a definite handicap when they enter the world of work. Often, the initial failures of young people in adapting to the needs of their employers results from a lack of understanding the group relationships which

operate in work settings, as well as a failure to learn and exercise the appropriate generic work skills behaviors.

Vocational education has traditionally helped youth prepare for job entry; therefore, it seems appropriate to look at the vocational education curriculum for training in generic work skills. Clearly, a work skills curriculum should be part of the common core of vocational education. The design, development, and diffusion of such curricula has a significance second to none in implementing educational priorities in these areas. Figure 1 displays a possible scheme of placing a generic work skills curriculum in the program of the school, and defines a set of generic work skills.

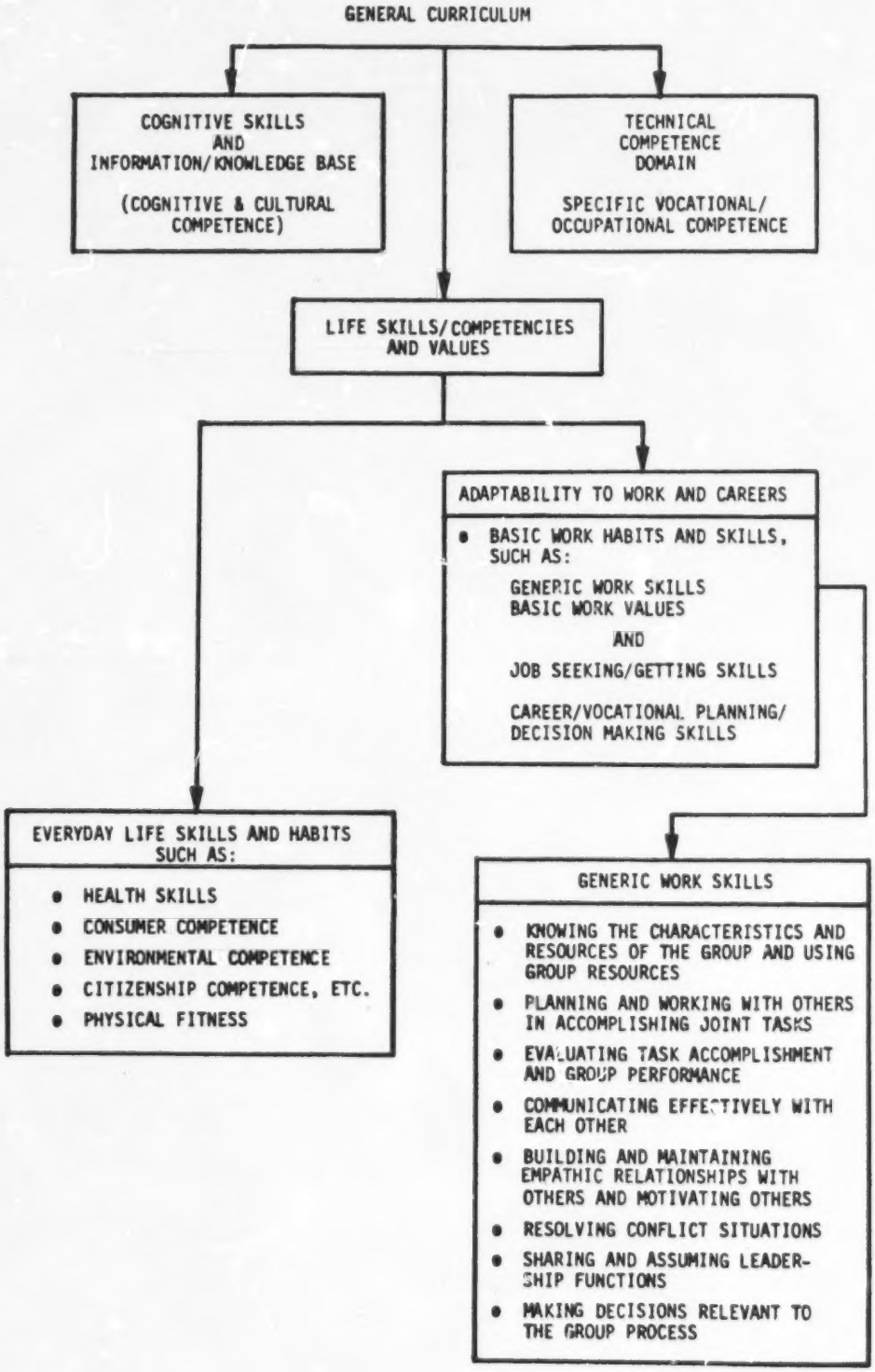
Vocational educators aim to prepare people to function effectively in the world of work. Demands increase for administrators, teachers, teacher educators, and curriculum developers who demonstrate an understanding and mastery of the generic work skills explained above, and who are committed to a search for new ideas and methods to apply in their field.

By nature of their service, all teachers are leaders. Vocational education teachers are leaders who guide students into the world of work. If teachers are to provide good examples as well as effective instruction in the group interaction skills generic to all professions, they must understand and utilize those skills themselves. To fully understand such skills and be able to apply them effectively in the classroom, teachers must study and practice those skills before they begin working with students. In other words, teachers themselves must learn how to function effectively as leaders and members of groups.

Yet the tasks of brodening and revising traditional service areas to address these group interaction or generic work skills--that is, the task of readjusting, modifying, and redirecting teaching strategies to accomodate a rapidly changing world, and the task of establishing a regenerative and

FIGURE 1:

PLACING GENERIC WORK SKILLS CURRICULUM WITHIN THE OVERALL CURRICULUM


GENERAL CURRICULUM
COGNITIVE SKILLS AND INFORMATION/KNOWLEDGE BASE
(COGNITIVE & CULTURAL COMPETENCE)
TECHNICAL COMPETENCE DOMAIN
SPECIFIC VOCATIONAL/ OCCUPATIONAL COMPETENCE
LIFE SKILLS/COMPETENCIES AND VALUES
ADAPTABILITY TO WORK AND CAREERS
• BASIC WORK HABITS AND SKILLS, SUCH AS:
GENERIC WORK SKILLS
BASIC WORK VALUES
AND
JOB SEEKING/GETTING SKILLS
CAREER/VOCATIONAL PLANNING/ DECISION MAKING SKILLS
EVERYDAY LIFE SKILLS AND HABITS SUCH AS:
• HEALTH SKILLS
• CONSUMER COMPETENCE
• ENVIRONMENTAL COMPETENCE
• CITIZENSHIP COMPETENCE, ETC.
• PHYSICAL FITNESS
GENERIC WORK SKILLS
• KNOWING THE CHARACTERISTICS AND RESOURCES OF THE GROUP AND USING GROUP RESOURCES
• PLANNING AND WORKING WITH OTHERS IN ACCOMPLISHING JOINT TASKS
• EVALUATING TASK ACCOMPLISHMENT AND GROUP PERFORMANCE
• COMMUNICATING EFFECTIVELY WITH EACH OTHER
• BUILDING AND MAINTAINING EMPATHIC RELATIONSHIPS WITH OTHERS AND MOTIVATING OTHERS
• RESOLVING CONFLICT SITUATIONS
• SHARING AND ASSUMING LEADER-SHIP FUNCTIONS
• MAKING DECISIONS RELEVANT TO THE GROUP PROCESS

self-renewing view of our economic system--are enormous and complex. Without the aid of an effective personnel development program directly related to planning and implementing curricula in such areas, these tasks seem virtually insurmountable when confronted by the average teacher or administrator.

Furthermore, during the last decade certain significant trends in vocational education personnel development have emerged. Among these is the trend toward utilizing across-the-board, general, and comprehensive approaches to the professional development of vocational educators who are able to handle changing occupational conditions and the resulting changes in roles and responsibilities. Sometimes referred to as the "integrated approach," this trend focuses on the demand for personnel who are less service-oriented, yet specialized in the experiences and competencies (generic work skills) that cut across all services.

It is in keeping with this trend that we have focused on the need to develop in vocational education personnel--as well as students--a mastery of those group interaction skills generic to all occupations within our economic system.

B. Purpose

Based on the rationale and in response to the need explained above, the purpose of the program introduced here was to produce a *vocational education personnel development program and resource materials relevant to curriculum planning and management in the area of generic work skills*. By improving the competence of vocational educators in planning and implementing generic work skills curricula, the overall purpose was to improve the competence of students in cooperating and maintaining positive relationships with others in order to carry out job-related tasks.

There was a more specific purpose related to research and developmental work accomplished earlier by the Far West Laboratory. The Laboratory--supported

by a Vocational Education Research (Part C) grant--developed and submitted in Fall, 1976, a secondary level research curriculum called INTERACTION. The INTERACTION curriculum focused on the specific skills and attitudes necessary for the successful functioning of individuals in societal groups and particularly in the world of work. The curriculum was designed to help high school students become effective in small task-oriented groups, and to help them make a healthy adjustment to the task requirements of most job settings.

The research curriculum facilitated the development of competence in: (1) communicating effectively; (2) identifying and utilizing group resources; (3) resolving conflicts; (4) planning to accomplish and carry out tasks; (5) evaluating individual and group performance; (6) sharing leadership/membership responsibilities; (7) making viable group decisions; and (8) cooperating with group members.

When the research curriculum was pilot tested in schools, the need for teaching training in leadership and other generic work skills was highlighted. After pilot testing INTERACTION--in urban, suburban, and rural schools both large and small; in vocational, experimental and academic classes with academically motivated students and underachievers--we discovered that the value and effectiveness of the curriculum was greatly enhanced in all settings: (1) if the teacher has had previous training in generic work skills, and (2) if the teacher is competent in planning and implementing curricula in generic work skills.

Teachers in the pilot test felt that any group work training they had previously acquired had benefited them in presenting the curriculum, in knowing what to anticipate in terms of group interaction, and in having the skills to handle group situations. They felt a need for this training not only to handle problems, but also to be supportive and able to contribute to the positive aspect of the group process.

Teacher training in generic work skills would also provide guidance and structure for teachers to prepare and try out group skills activities relevant to their subject areas, and to evaluate outcomes.

Accordingly, the overall purpose of the program introduced here was to: (1) develop specifications for the professional development of vocational education instructional leadership in generic work skills, and (2) develop a training program comprised of materials and procedures for conducting instructional leadership development in generic work skills curricula.

A DESCRIPTION OF THE INSTRUCTIONAL LEADERSHIP DEVELOPMENT (ILD) PROGRAM

In this section we describe:

- our perspectives that guided the design and development of the program;
- the instructional leadership development model;
- the relationship between the ILD model and ILD program;
- the ILD program, and
- the program resources we developed to support an ILD program.

A. Guiding Perspectives

A set of perspectives guided our design work. This set included the following:

- The program is competence-based. Competencies are to be specified on the basis of an analysis of: (1) the generic work skills (GWS) behavioral model, and (2) GWS instructional roles and role-related tasks. Curriculum objectives were derived from these competencies. A program was then built which provided instructional/learning resources and opportunities for the attainment of competencies.

- Learning takes place in the functional context of instructional situations. Whatever is learned is related to actual instruction and learning situations/arrangements and is presented in the larger context of educational operations.

- The application of what has been learned is not left to chance, but it is provided, by design, through engineered, on-the-job instructional leadership or teaching experiences.

- The program is adaptive to the needs, interests, and characteristics of individuals.

These perspectives guided the construction of the model, the formulation of teacher training curriculum objectives, and the design and development of resource materials and implementation programs. The perspectives are viewed as four layers that, in their totality, comprise conceptual input to the design of the model and the development of the Instructional Leadership Development Program.

B. A Definition of the Instructional Leadership Development (ILD) Model

A model is (a) an abstract representation of reality, or (b) an organized expression of a mental image. This image can be described, depicted, or otherwise displayed. Such description can then be used to make the model real. Here, the term model is used in the sense of an abstract description of an Instructional Leadership Development program in Generic Work Skills that is expected to be implemented by various educational professional development agencies and institutions. The model was designed: (1) based on an exploration of generic work skills education needs; (2) in response to the 1977 Vocational Education Research Grant Announcement; (3) based on the generic work skills research curriculum project completed earlier; and (4) in light of the perspectives described in the above part.

The model represents a certain way of thinking about curriculum design. This thinking can be portrayed by a set of questions that were asked as we designed the Instructional Leadership Development program. These questions were:

1. Why should we design curricula in Generic Work Skills (GWS) and how does a GWS curriculum fit into the broader scope of education?
2. What kind of behaviors or competencies are we to assist individuals or groups to develop?
3. What kind of individuals or groups are to develop these competencies?
4. Given the above, how can we conceptualize the GWS curriculum domain as a system of interrelated and integrated parts?
5. Given the domain, what has to be learned relevant to GWS that enables the individual or group to acquire the specified behavior?
6. What curriculum planning and management arrangements can be specified that enhance the delivery of the content?
7. What information acquisition arrangements need to be made to generate the information/knowledge base needed for the development of the curriculum content, as specified in (5)?
8. What infusion, logistical, and other support arrangements are needed?

In pursuing these areas of inquiry, we conceptualized them as interrelated and interdependent. What emerged from the conceptualization was a set of operations that made up a system of interrelated and internally connected operational components of design. The following information briefly characterizes these components and their relationships.

Component I: The Rationale for and Purpose of Generic Work Skills Instructional Leadership Development

An exposition of the rationale and its general purpose.

Component II: Behavioral Characterization

A specification of the behaviors that are to be acquired by the teacher or instructional leader.

Component III: Target Groups

A characterization of the educational professional who will be trained and the description of the need for the program.

Component IV: Curriculum Structure

An organized presentation of the description of the various curriculum content domains including competencies (specification and level of competence) derived from the behavioral characterizations.

Component V: Specifications for the Curriculum Content of the ILD Program in Generic Work Skills

An organized specification of the content that is generic to work skills.

Component VI: Specifications for GWS Curriculum Management

An organized specification of a curriculum purposing, planning, implementing, and evaluating generic work skills curriculum.

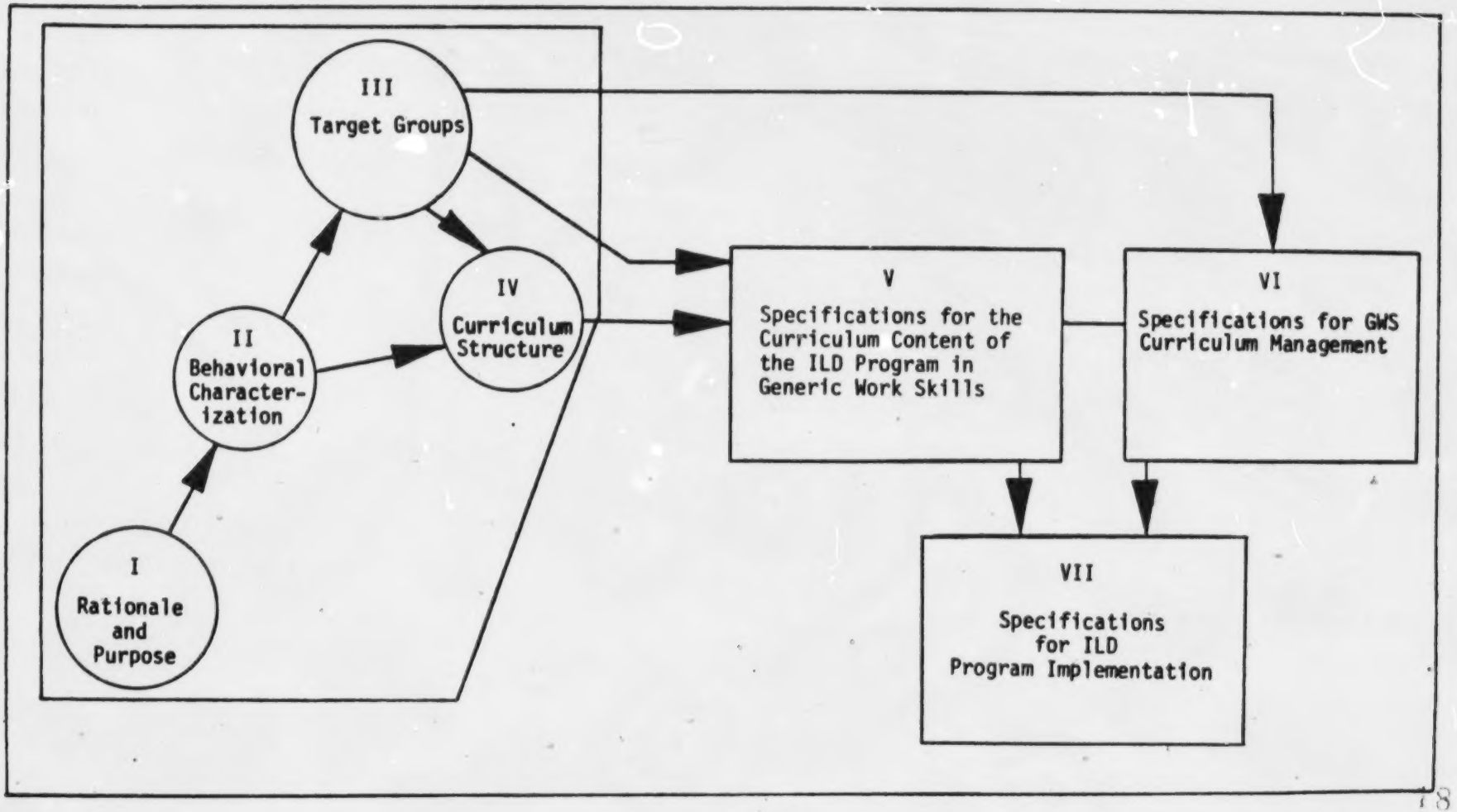
Component VII: Specifications for the ILD Program Implementation

A general characterization of arrangements by which to implement the model (for the trainer of teachers).

Figure 2 presents the relationship of the components. The following list shows the reasoning behind these relationships.

FIGURE 2:

RELATIONSHIPS OF THE COMPONENTS OF THE MODEL



- The behavioral characterization (II) was derived from the rationale and general purpose of the model (I).
- The curriculum structure (IV) was derived and defined based on an analysis of (I) and (II), and also by considering the target groups and programs (III).
- The curriculum content (V) was defined and developed based on the curriculum structure (IV) and behavioral characterization (II) in view of the rationale (I) and the nature of the target groups and programs (III).
- The specifications for curriculum management (VI) are derived from (I), (II), and (III).
- The design of the implementation (VII) is guided by the curriculum structure (IV) and behavioral characterization (II), and also by considering the nature of the programs (III) into which the GWS curriculum can be fused, as well as understanding the two specifications components of (V) and (VI).

C. The Relationship Between the ILD Model and the ILD Program

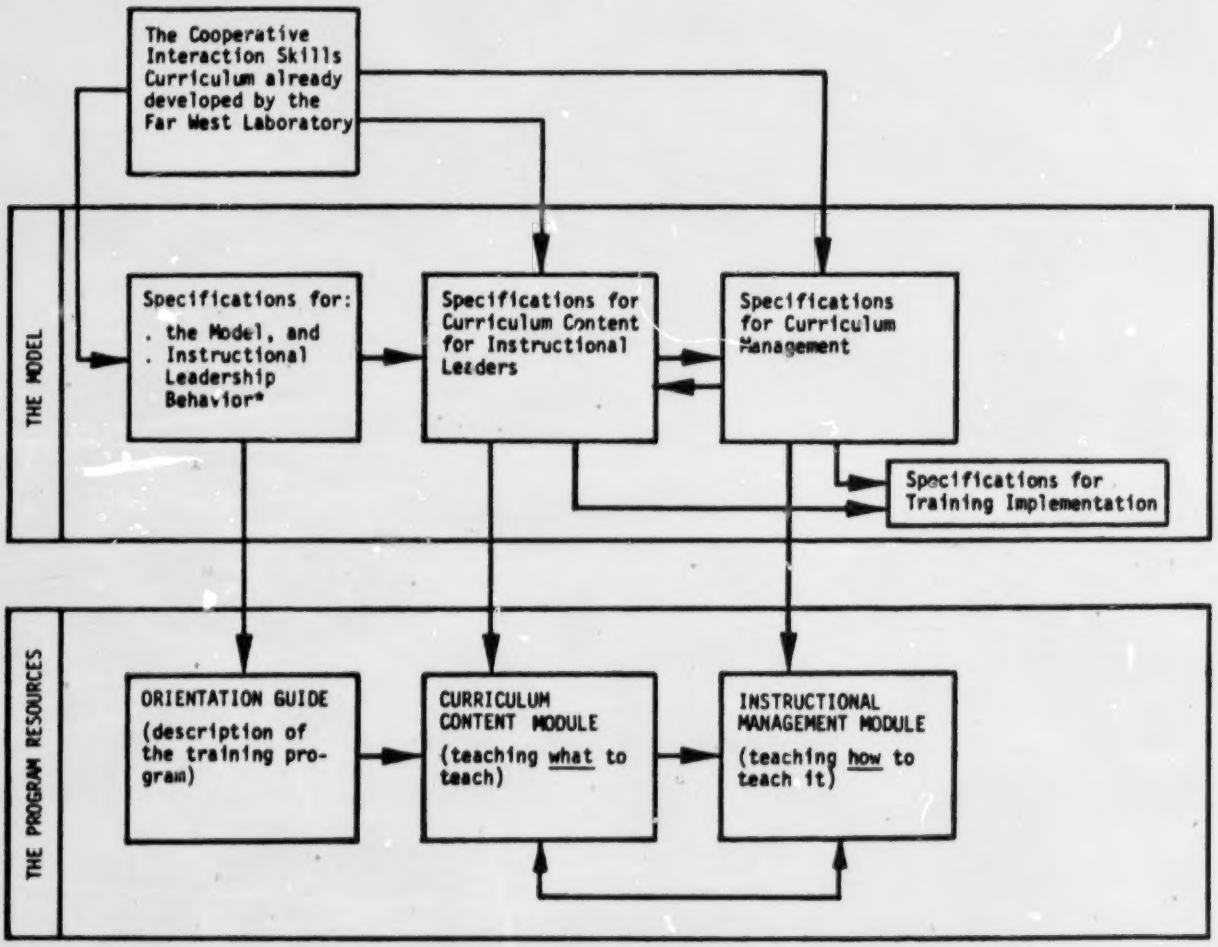
In the last part, we characterized the ILD model and specifications. The model is an abstract representation of an ILD program. The program is derived from the model as resource materials are developed, based on the specifications that are described in this document. Implementation provisions are spelled out by which to use those resources in an Instructional Leadership Development program.

Figure 3 displays the relationship among the various components of the model and the program resources: an orientation guide and two modules.

- *Orientation Guide* - derived from the first three components of the model: (a) the rationale and purpose, (2) the behavioral model, and (3) the target group characterization.
- Module #1: *Foundations* - based on and implements the specifications for curriculum content, and
- Module #2: *Curriculum Planning, Implementation, and Evaluation* - is derived from and implements the specifications for Curriculum Management.

FIGURE 3:

RELATIONSHIP BETWEEN ILD MODEL AND PROGRAM RESOURCES


The Cooperative Interaction Skills Curriculum already developed by the Far West Laboratory
THE MODEL
Specifications for:
. the Model, and
. Instructional Leadership Behavior*
Specifications for Curriculum Content for Instructional Leaders
Specifications for Curriculum Management
Specifications for Training Implementation
THE PROGRAM RESOURCES
ORIENTATION GUIDE
(description of the training program)
CURRICULUM CONTENT MODULE
(teaching what to teach)
INSTRUCTIONAL MANAGEMENT MODULE
(teaching how to teach it)

*Related to: (1) knowing the curriculum content of generic work skills; (2) being able to exhibit those skills; and (3) knowing how to plan, implement, and evaluate generic work skills instruction.

D. The Instructional Leadership Development (ILD) Program

The program for the professional development of vocational education instructional leadership in generic work skills was derived from the model described earlier. We also described the relationship between the model and the program. Figure 4 introduces an image of the Instructional Leadership Development program. In this figure, we designate the main components of the program: the Learner System, the Program Resources System, and the Application System. These systems are differentiated as follows:

The Learning System incorporates the individual professional development aspirations and goals, his or her own professional development resources, and whatever the trainee uses from the Resources and Application Systems.

The Program Resources System provides instructional and learning resources, and program operations resources. Instructional/learning resources facilitate the development of instructional leadership competence relevant to the planning and conducting of a generic work skills curriculum.

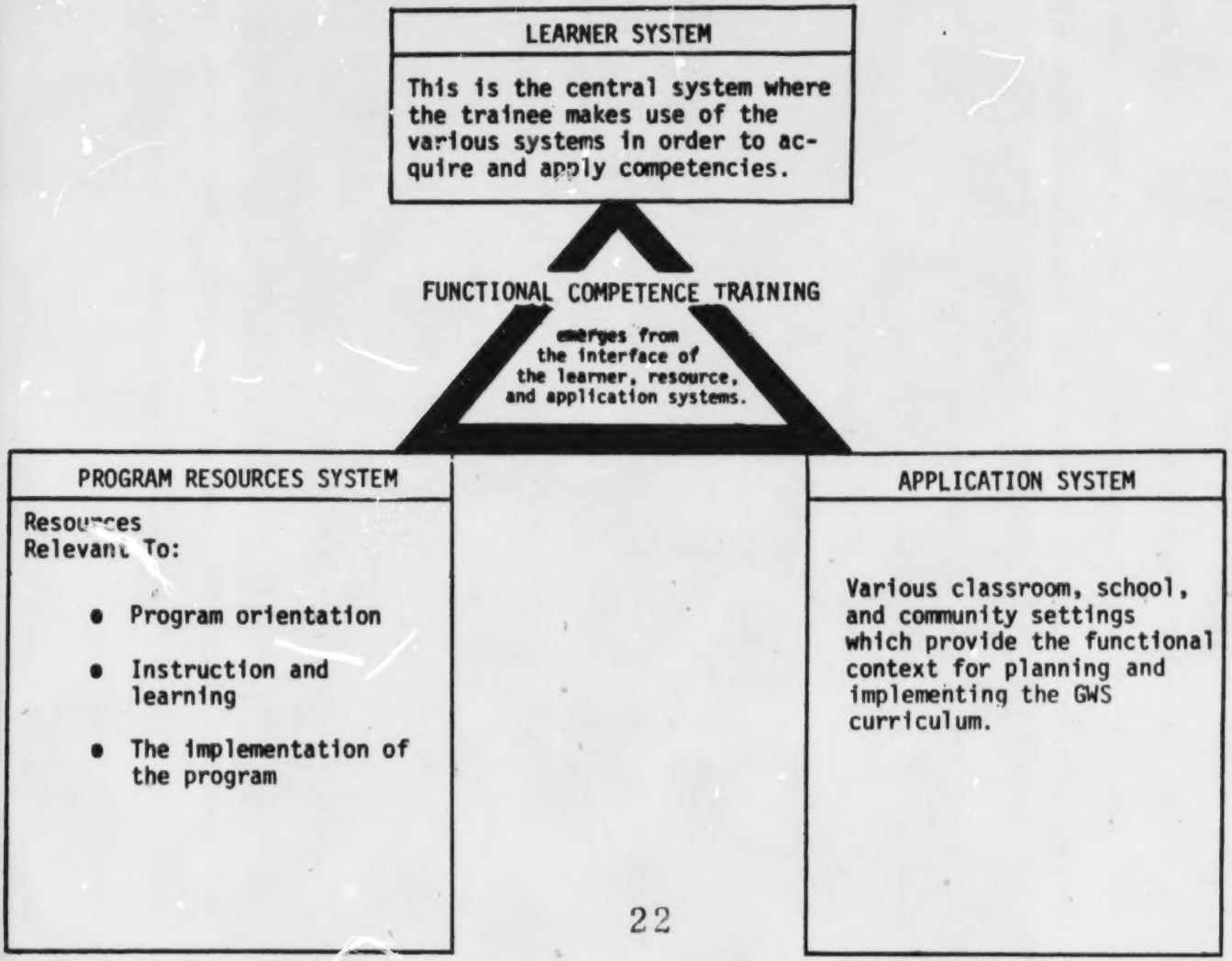
The Application System provides organizational arrangements, resources, and facilities--or functional contexts--for the application of what has been learned in actual or simulated curriculum planning and management situations.

E. A Description of Program Resources

In this last section of the Guide, we describe the various resource materials we developed in the course of the project. These resources were developed as: (1) ILD Instructional Resources, and (2) Program Operations Resources.

FIGURE 4

A STRUCTURE OF THE PROGRAM


LEARNER SYSTEM
This is the central system where the trainee makes use of the various systems in order to acquire and apply competencies.
FUNCTIONAL COMPETENCE TRAINING
emerges from the interface of the learner, resource, and application systems.
PROGRAM RESOURCES SYSTEM
Resources Relevant To:
• Program orientation
• Instruction and learning
• The implementation of the program
APPLICATION SYSTEM
Various classroom, school, and community settings which provide the functional context for planning and implementing the GWS curriculum.

1. ILD Instructional Resources

Two modules were prepared, one in the curriculum content area, the other in the curriculum management area. A module typically consists of: an introduction and rationale, a statement of learning objectives, and the exposition of content--coupled with activities, exercises, and summary questions.

1.1 Module #1: *Foundations*

This module focuses on the relevant information/knowledge base, the curriculum content of GWS, and the development of personnel competence in GWS. This module is complemented by the research curriculum, INTERACTION, previously developed by the Far West Laboratory and described in the module.

Competencies addressed by the module include:

- communicating effectively with others;
- recognizing and using resources of the group;
- resolving conflict situations;
- planning and working with others to accomplish a joint task;
- evaluating task accomplishment and group performance;
- assuming and sharing leadership/membership roles;
- working effectively with others to make decisions that will aid task accomplishment and improve group performance;
- building and maintaining empathic relationships, motivating others in the group, and learning to work cooperatively with them.

1.2 Module #2: *Curriculum Planning, Implementation, and Evaluation*

This module facilitates the development of competence in purposing, planning, implementing, and evaluating instructional/learning arrangements which transmit (to students) competencies relevant to effective performance in task-oriented groups. The module addressed four competence domains:

- Purpose a generic work skills curriculum by setting appropriate learning objectives which are consistent with students' preassessed abilities and needs.

- Plan a generic work skills curriculum by selecting appropriate content and selecting suitable instructional/learning arrangements to convey the content to students.

- Implement instructional/learning arrangements which facilitate the development of generic work skills to students.

- Evaluate the effectiveness of the instructional/learning arrangements in facilitating students' attainment of learning objectives, and make suitable adjustments in these arrangements where necessary.

2. Training Program Operations Resources

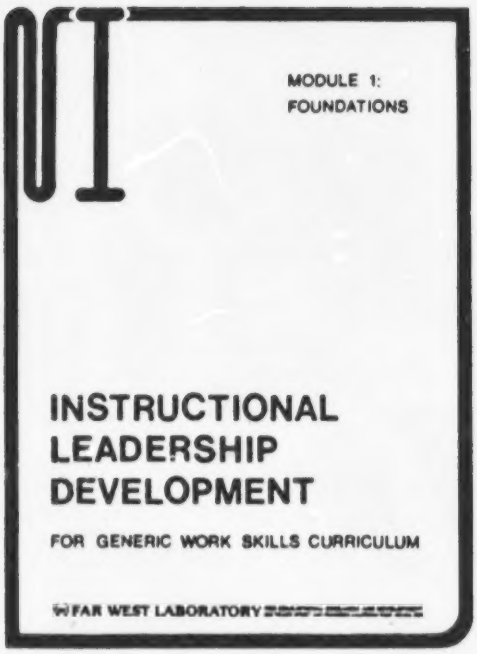
2.1 *Orientation Guide*

This pamphlet provides an introductory orientation to the program and to the resources developed to enable an implementation of the program.

2.2 *A Model for an Instructional Leadership Development Program in Generic Work Skills Curriculum*

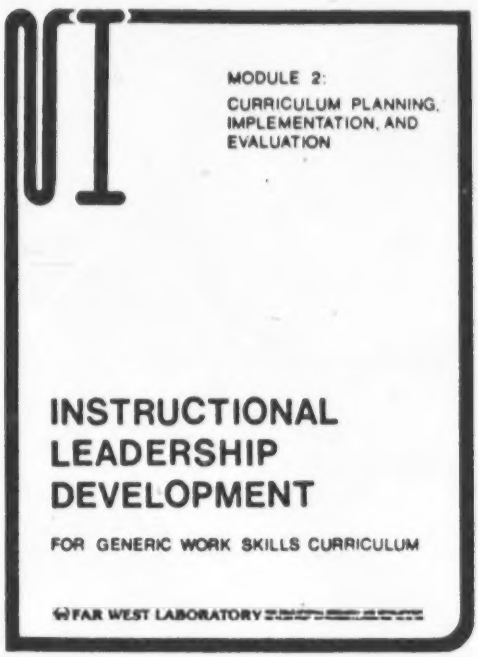
This document presents an abstract description of the ILD program and specifications of resources that can be developed to support the implementation of the ILD program.

The following pages depict and briefly describe these four resource documents.

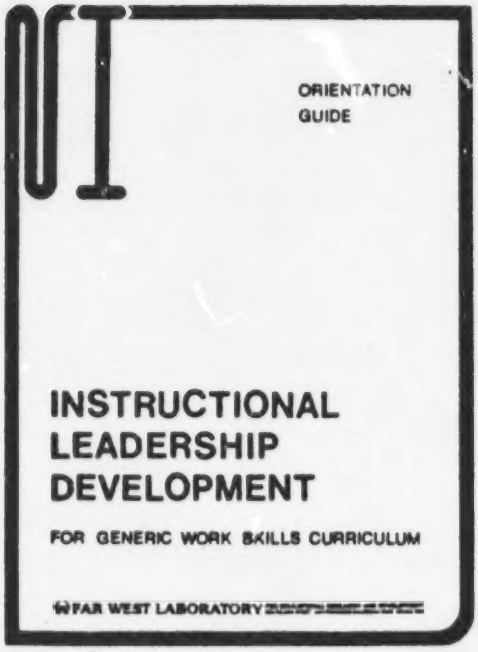


This module introduces an instructional learning program relevant to:

- the information/knowledge base of generic work skills;
- the curriculum content of GWS; and
- the development of specific GWS competencies.



This module presents an instructional learning program relevant to the planning, implementation, and evaluation of Generic Work Skills curriculum and instruction.



This booklet provides an orientation to the Instructional Leadership Development program in Generic Work Skills curriculum and describes program resources.

This document presents the model of, and specifications for, the Instructional Leadership Development program in Generic Work Skills curriculum planning, implementation, and evaluation.